

at school, existence of cliques and informal relations influencing decisions taken by the management of a particular institution. On the other hand, the macro-scale reasons might be as follows: law regulations and unemployment. In the field of teaching the mobber is mainly the superior or teacher with long time seniority. The victims of mobbing frequently avoid the oppressor, and sometimes seek help and support from the institution or relatives.

In research the mobbing phenomenon is pictured mainly as a problem concerning the workplace environment quality. And therefore, the macro-systemic solutions seem in this case insufficient and ineffective, while they are connected with the currently up-to-date legal solutions, which prevented the researched teachers from considering taking up any legal steps against the mobbing actions at work. This situation may result from the low legal awareness in society as well as from the past belief that the common citizen in the legal fight with a public institution is bound to fail. Additionally, there is an unwritten tradition that novice teachers should realize their tasks without any possibility of presenting their own opinions or fighting for their rights. And therefore, taking up steps towards mental health promotion in the workplace is such a crucial action. Moreover, since anti-mobbing training and programs can improve the atmosphere in institutions they should be implemented.

The fact worth emphasizing is that mobbing in the field of the education system can be a particularly perilous phenomenon since the consequences affect not only the victims – teachers themselves (e.g., worse mental health condition and lower work satisfaction) but mainly pupils.

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